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PINEWOOD AMERICAN INTERNATIONAL SCHOOL

## **Student Anti-Bullying In-school Prevention and Intervention Protocol**

**Updated August 16, 2025**

This anti-bullying protocol supports employees, guardians and students at Pinewood to intervene effectively when any individual witnesses or reports incidents of bullying. It clarifies the different types of bullying that students might experience, as well as which steps can be taken in response to every act of bullying.

The school has the obligation to create and maintain a secure and safe setting for students to learn and develop their personalities. The classroom and their peer group are their first experiences within a small-scale society which allows them to grow and develop social skills. By following this anti-bullying protocol as part of the school regulations, the school applies specific procedures to prevent and intervene when necessary.

Bullying is considered a form of harassment. For issues relating to any other forms of harassment in school, refer to the school Child Protection & Safeguarding Policy.

### **Definition and Types of bullying**

Bullying is defined as purposeful, aggressive and/or intrusive behavior that involves a real or perceived power imbalance by one or more individuals. The behavior is repeated, or has the potential to happen more than once. Parties involved in bullying (bully, bullied and bystander) may have serious, lasting emotional difficulties. Types of Bullying:

1. Physical bullying: aggressive acts directed to the victim such as kicking, punching, etc.; it can also include damage to personal property, or intentional theft.
2. Verbal bullying: direct or indirect spoken attacks with the intent to mock, humiliate, devalue, negatively criticize, accuse or spread false rumors, gossip, provocations.
3. Emotional bullying: social or manipulative acts such as ostracizing the victim from the group or interfering with/breaking friendships in which the victim is involved.
4. Cyber bullying: an online form of aggression present on social networks and digital technology such as identity theft or misrepresentation, emotional abuse using technology, inappropriate use of pictures or posts related to others, etc.

### **Stage 1: Prevention**

The school will establish open, healthy, respectful communication between the school and home to provide a support network for all students. Teachers, administrators, and parents will be supported, through training, as well as organized and continuous programs and seminars in building students with character and the competence needed for developing positive well-being.

**Peer Support.** Peer support is encouraged through in-class activities as it is linked to many positive student outcomes. Peer social support can help buffer against the effects of negative events in students' lives. It decreases the influence of family conflict or discord on the development of behavior problems in youth. Peer social support is positively related to the reduction of student and parent levels of anxiety and depression in children who are subjected



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to physical abuse.

Educators can promote social support by making efforts to connect personally with students (e.g., checking in with them daily, greeting each student by name when they enter the classroom), encouraging their participation in group activities/practices (e.g., extracurricular activities, clubs, counseling groups), and working with parents to increase the amount of quality interactions they have with children.

**School-wide Initiatives.** The School Psychologist collaborates with educators to implement classroom-wide interventions that aim to increase social support. Positive peer reporting involves reinforcing students for engaging in positive social interactions with others (e.g., complimenting another student on an achievement, letting a peer borrow a needed resource, including another peer in a game or social activity). Educators model and encourage the students engaging in such positive behaviors by providing them with age appropriate incentives.

Pinewood implements, every year, a Social and Emotional learning curriculum which includes Acts of Kindness, Empowerment, Positive School Climate, Rights Respect Responsibility, and more. Specific projects on preventing bullying aim to create a community of upstanders who actively support their peers and focus on increasing self-esteem, as well as building empathy and promoting healthy relationships for all students.

When adults model respectful behavior, show students that they care, respect students' voices, and take responsibility for monitoring and effectively responding to student behavior, they create the foundation of caring and respectful communities.

**Teacher Education:** Pinewood is committed to educating teachers and staff to model behavior, promote positive discipline, and act appropriately in creating an atmosphere of acceptance for all.

**Positive Behavior Intervention and Support (PBIS):** PBIS is a component of positive discipline and includes a set of strategies used to promote social, emotional and academic outcomes for all students. A PBIS approach to behavior change incorporates proactive, positive (non-punitive), and instructional strategies exercised over time with consistency. Examples include: recognition for positive behavior/choices by faculty and staff, incentives for continued positive behavior/choices, common positive language, etc.

### **Stage 2: When Bullying is Suspected**

1. Emotional support by teachers/adults is critical to fostering positive student outcomes and minimizing risk factors. Teachers will:
  - Explain that they will need others to help support the student(s), so they will report the suspicion/incident to the Principal and School Psychologist.
  - Solicit the student's input (what options the student suggests) and assess its appropriateness to the situation;
  - Reassure the student that their anonymity will be protected. For example, the



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incident could be reported as "I saw the incident" or "A teacher reported it to me" or something similar.

- Clarify any misconceptions, if applicable, regarding the definition of bullying as it pertains to the reported incident.
2. Teachers should report immediately to the Principal and the School Psychologist through the relevant form, via email, or in person, referring to all the information they have available. An immediate response is an opportunity to identify the behavior as inappropriate, explain why, and stop the behavior as it is occurring. Intervention must occur even if the person being bullied does not express overt disapproval of the incident.
  3. Where incidents of (cyber) bullying outside of school hours are reported, the school will intervene, investigate and deal with the alleged incident wherever possible, ensuring that parents are fully informed of the incidents and support to the parents will be provided, where needed.
  4. Incidents of bullying can be reported by any member of the Pinewood community, by contacting the Principal or School Psychologist, in person or via email.

### **Stage 3: After the Incident Has Been Reported**

The Principal, together with the School Psychologist, will do the following at each stage of the process:

#### **A. Identification Stage**

In this stage, we focus on the promotion of a safe learning environment and assure a quick response to parents and students, to send the message that the behavior is not acceptable. The student who has demonstrated the bullying behavior will be asked to share their perspective, identify the wrong behaviors, and reflect on the reasons for the incident. The student will also reflect on what could be done differently next time and will be given a reminder of school rules and expectations.

The School Psychologist and/or Principal will:

- Meet with the student(s) separately
- Communicate the behavior to the alleged bully to express that it must stop as it is unacceptable and harmful to others. Stick to the 'facts' of what was said, what behavior was observed, etc.
- Provide the opportunity for the alleged bully to explain the situation from his/her position
- Refer to classroom and/or school rules
- Reassure the bullied student that the bullying behavior will not be tolerated and that all possible steps will be taken to prevent another incident.



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- Ask the student to report any future bullying situations.
- Follow up with the student on a regular basis.
- Inform teachers of the children's division
- Inform parents of outcome of this stage

### **B. Follow-up Stage**

At this stage, the focus is on follow-up. This includes a) informing the teachers and parents of the students involved at these stages of the process: identification stage, follow up, post-support stage, b) documenting all steps related to the incident, c) creating appropriate actions and consequences tailored to the situation (see below).

These actions and consequences will increase the sense of responsibility and the social-emotional development of the student.

The actions might be one or more of the following, but not limited to:

- a. Advocacy and Awareness Education:
  - Allow the student to reflect on their strengths and weaknesses, as well as their action
  - Support them in understanding their needs (self-awareness)
  - Reflect on what kind of support they can access and encourage them to receive this support
  - Let the student decide for the consequences or the actions they can take themselves and support with problem-solving
- b. Community Service
- c. Participating in programs that raise awareness (Mental Health Programs, Sex Ed, Week of Differences)
- d. Punitive Measures:
  - Loss of break privileges
  - In-school and out-of-school Suspension
  - Removal from after-school activities

### **C. Post-Support Stage**

- Call the parents of both/all students to check in about students' well-being
- Continued awareness of school climate / student relationships / well-being